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AUTHOR Kataoka, Tokuo
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ABSTRACT

An important aspect of Japanese schooling is the attention given to class management and student guidance, particularly at the elementary and lower secondary levels. The Japanese school curriculum for the elementary and the lower secondary schools consists of three areas: (1) regular subjects; (2) moral education; and (3) special activities. The special activities component consists of student activities, such as student council and club activities; school events, such as ceremonial events and cultural performances; and class guidance which includes instruction on better personal relationships and assistance on motivation. Comprehensive examples of long-term homeroom activities, student council manuals, and yearly calendars of cultural event activities illustrate this mandated aspect of Japanese education. Successes and concerns associated with the class management and student guidance program are discussed and a list of references from Japanese articles and school publications is included. (CFR)

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THE INFLUENCE OF CLASS MANAGEMENT AND STUDENT GUIDANCE UPON ACADEMIC WORK AT THE ELEMENTARY AND LOWER SECONDARY EDUCATION LEVELS IN JAPAN

Tokuo Kataoka

Professor

Hiroshima University

Japan

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THE INFLUENCE OF CLASS MANAGEMENT AND STUDENT GUIDANCE UPON ACADEMIC WORK AT THE ELEMENTARY AND LOWER SECONDARY LEVELS IN JAPAN (SUMMARY)

KATAOKA, Tokuo
Professor
Sociology of Education
Hiroshima University, Japan

This article will, by reporting as many practical samples of activities as possible, examine the influence of class management and student guidance upon academic achievement at the elementary and lower secondary levels in Japan.

The Courses of Study have stipulated the educational aims of the three components of special activities, i.e. students' activities, school events and class guidance. Those aims are summarized generally as attitudes of effort and diligence, attitudes of allegiance and cooperation to groups and development of individual personality.

From the practicing examples of Japanese teachers on class management, those full-fledged teachers almost always attempt to group their classes into several subgroups and to foster creativity, cooperativeness and sharing attitudes in each subgroup. They also try to develop a child's independency and collaboration through their classroom assemblies and enhance their individual efforts and collective rules and discipline in their regular instruction as well.

Adjustment to a collective life is emphasized in both an annual school schedule and a plan for class guidance. Allegiance to groups and a sense of unity are nurtured through school events and assembly activities. Self-independency, a sense of responsibility and the ability of problem solving are also expected to be developed in student-initiated council activities. Nature Classes are very unique and designed to develop personal contact as well as collective discipline through

the collective boarding life in nature for a certain time.

Thus, as I have mentioned, the most salient features of the reality of Japanese class management and student guidance would be encouragement of efforts to problem solving within school life, collaboration of attitudes and observance of school discipline.

However, many problems have been left to be solved later in terms of development of individuality and individualization of groups.

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INTRODUCTION

Aim This article will, by reporting as many practical samples of activities as possible, examine the influence of Class Management and Student Guidance upon academic achievement at the elementary and lower secondary levels in Japan.

Undoubtedly, special emphasis is placed on Class Management and Student Guidance through the whole Japanese educational system, from every teacher and school to the national administrative organizations. Activities of Class Management and Student Guidance cover the whole educational range and play moral, expressive and instrumental roles, which for better or worse have a strong influence on students' academic work, moral consciousness and attitudes and behavior in daily life.

As I have described "for better or worse," everything has both good and weal points in it. The Class Management and Student Guidance is not exceptional. Its special emphasis may bring about some negative elements, despite its success to some extent in Japanese schooling. Among the advantages often pointed out are docility, and diligence to accomplish a given objective or assignment and cooperation, loyalty and responsibility to fulfill a given collective work. These advantageous attributes, however, can be, at the same time, disadvantageous. For example, docility might generate non-creativity, and cooperativeness, standardization of individuals. These are well known Japanese weak points. So I also think it is necessary to throw light on the minuses, not only the pluses of the Class Management and Student Guidance in Japan.

Definition Some explanation is needed here before examining Class Management and Student Guidance at the elementary and lower secondary levels in Japan.

Needless to say, compulsory education in the Japanese school system consists of 6-year elementary education and 3-year lower secondary education. Its enrollment ratio is 100 % with very few exceptions. The percentage of the lower secondary graduates who proceed to upper secondary schools is over 90 %. From a developmental point of view, the students enrolled in the lower secondary schools are certainly much closer to those in upper secondary schools. However, the lower secondary education has more in common with the elementary education than with the upper secondary education in terms of theory and practice of schooling in Japan, for they are both part of compulsory education. Therefore teachers are educated in similar teacher training and in-service education courses. Above all, the lower secondary education is closer in theory and practice of Class Management and Student Guidance to the elementary education than it is to the upper secondary education.

It is no exaggeration to say that Class Management and Student Guidance in Japan has not only been most ardently pursued, but also gained some success in the elementary schools, followed by the lower secondary schools, with the upper secondary schools far behind. Three reasons can be given for this. The first reason is concerned with the mental development of those ages. As in the old saying, strike while the iron is hot, the younger a child is, the more effective and easier is the guidance of moral, expressive and instrumental matters to be given.

The second reason is concerned with different staffing systems, the self-contained-class system and the departmentalized system. In Japan, a teacher is often assigned one specified slass, or homeroom, to be in charge of at all educational levels. In an elementary school this homeroom teacher also teaches almost all subjects and thus has a very

close contact with pupils in the homeroom on a daily basis. On the other hand, a homeroom teacher in a secondary school usually teaches the homeroom class one subject or, in some cases, none. Thus, the degree of contact between the teacher and the children in a school is quite different between the elementary and lower secondary levels.

The third reason is concerned with different recognition of the profession. While elementary school teachers tend to seize personality education and 'student guidance' as important as subject instruction, the upper secondary teachers are likely to view 'student guidance' as less important, with their central interest restricted to academic instruction. The lower secondary school teachers' view of the teaching profession is similar to that of upper secondary teachers. Nevertheless, even among the upper secondary school teachers, much attention has recently been given to 'student guidance' beyond the limits of their specialized subjects, in order to cope with present difficulties and various deviant behaviors among the student mass. They have finally become aware that the most essential part of 'student guidance' is 'class management,' and handling successfully here is the most preventive 'student guidance.'

Now I'd like to specify the definition of Class Management and Student Guidance as mentioned in this article. The term is used by different people with different meanings and slight differences of emphasis. 'Class management' (Gakkyu Keiei), 'student guidnace' (Seito Shido or Seikatsu Shido) and 'special activities' (Tokubetsu Katsudo) are generally used as synonyms in Japan. In this article, I use Class Management and Student Guidance as a special term which covers all meanings of these three Japanese terms. So these terms are also to cover every aspect of the guidance of moral, expressive and instrumental

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behavior and attitudes in school life, and especially in classroom life. It is commonly accepted in Japan that guidance should be pursued in each of the three curriculum areas of Japanese school education, i.e. regular subjects, moral education and special activities. According to the Courses of Study, student guidance is to be conducted mainly in the area of special activities, but it is almost impossible to neglect the significance of guidance in subject instruction and moral education. In terms of school hours, the hours allotted for special activities account for less than 10 % of the total school hours of Japanese elementary and lower secondary schools, which is not much greater. So I would rather interpret that Class Management and Student Guidance must be conducted in all three areas of Japanese school education, with a special emphasis on the special-activities area. For, if not so, it is hard to achieve certain educational effects qualitatively not to mention quantitatively.

With this in mind, I will examine Class Management and Student Guidance in the following sections of this article, first, by a detailed explanation of the provisions in the Courses of Study, and secondly by a presentation of individual experiences of some distinguished homeroom teachers and case studies of some successful schools. Lastly, I will inquire about the actual effects of such guidance on students in consideration of the different thoughts.

I. SPECIAL ACTIVITIES IN THE COURSES OF STUDY

Objectives of Special Activities Japanese educational administration is strongly centralized in its character. Although attempts had been made to decentralize the educational system, such as the intro-

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duction of the local board of education system after W.W.II, Japanese education is still characterized as being nationally controlled today. The Courses of Study promulgated by the Ministry of Education, in this sense, has a powerful influence on every aspect of school education, and we must take this fact into the consideration of the theory and practice of School Management and Student Guidance.

As is well known, the Japanese school curricula for the elementary and lower secondary schools consists of three areas. They are:

1. Regular subjects (Japanese language, social studies, mathematics, science, music, fine arts, physical education, etc.)
2. Moral education
3. Special activities

The allotted hours to each area are as follows.

(Unit hour)

Level	Area / Grade	Subjects	Moral Education	Special Activities	Total
Elementary	1	782	34	34	850
	2	840	35	35	910
	3	910	35	35	980
	4,5,6	910	35	70	1,015
Low. Sec.	1,2,3	945	35	70	1,050

Note: One unit school hour will be 45 minutes at elementary schools and 50 minutes at lower secondary schools.

The standard number of school hours allotted to special activities varies between 34 and 70 hours in the elementary and lower secondary schools.

The objectives of special activities are provided in the Courses of Study:

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..... through desirable group activities, to promote harmonious development of mind and body, to develop individuality, to enhance self-consciousness of being a member of group, and cultivate self-reliant independent and practical attitude to enrich the school life in cooperation with others.[1)]

It seems that the three educational policies are to be achieved through the special activities. The first policy is, as expressed in "harmonious development of mind and body" and "self-reliant independent and practical attitude," to foster strenuous and diligent attitudes to solve problems independently. The second is, as expressed by "desirable group activities," "self-consciousness of being a member of group," and "cooperation with others," to nurture a sense of responsibility and allegiance to the groups to which one belongs. The third is, as expressed in "to develop individuality," to develop self-esteem and individual personality. However, the last element is stressed less in the stipulation of the objectives. I will give more detailed comments on this later.

Three Components of Special Activities Following the objectives, the Courses of Study have prescribed three components of special activities. They are students' activities, school events and class guidance, and typical activities included in each component are as follows.

A. Students' Activities
   1. Activities of classroom assembly
   2. Activities of students' council
   3. Club activities

B. School Events
   1. Ceremonial events
   2. Cultural performances

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3. Physical education-related events

4. Excursion-related events

5. Events related to health and safety

6. Events related to work and production

C. Class Guidance

1. Concerning adaptation to classroom and school life

2. Concerning fulfillment of academic work and appropriate choice of future courses

Among these components and activities, most conducive to developing the Japanese attributes of diligence, efforts and allegiance to groups to which one belongs should be activities of classroom assembly (A-1) and class guidance (C).

The activities of classroom assembly are designed to encourage students to independently solve problems within the classroom and to let them share responsibility.

Class guidance is designed to let students adjust to a school and classroom life with special emphasis on better personal relationships, and also allow them to achieve complete academic skills and abilities with special emphasis on their motivation and attitudes.

Activities of the students' council (A-2) and school events (B), which are conducted by the whole school irrespective of grade and class, could be conducive to the development of efforts and allegiance in the Japanese belief system. Through these activities, students are given the opportunity to make plans and share responsibility of cooperation, concerning certain common problems within the school. These activities are concerned with 'the guidance' of all students as well as with 'class management.' They are also concerned with involvement in the students' council and school events, and the individual leadership of each homeroom

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teacher should be reflected in these activities.

Lastly, "to develop indivuduality," which is provided in the objectives of club activities (A-3). Clubs should be organized by all pupils of grade 4 to 6 in elementary schools and all students in lower secondary schools who are interested in the same subject. The object being to hold activities of common interest and concern to the members beyond the limits of the classroom and the grade.

However, the development of individuality should not be confined only to club activities. The whole area of special activities, and every aspect of all group activities must be, to some extent, committed to the development of the individual personalities of students. But, the explicit stipulation to the development of individuality is not seen in other areas or other group activities except the club activities, although it might be obliquely implied.

Japanese are prone to standardize themselves and to neglect individual personality and creativity. In relation to this point, I think the significance of the development of the individual personality should be emphasized and articulated more in the current Courses of Study and that it is necessary to be alluded to here for the purpose of further investigation later in this article.

Implementation of Special Activities In what ways are special activities prescribed in the Courses of Study implemented nationally ? Here is the latest data investigated by the Ministry of Education.[2] The investigation was conducted in May, 1985, and the samples were collected from some 39,000 Japanese public schools at all levels. The items in point are picked out in the next table.

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School level / Item	Elementary	Low. Second.	Upp. Second.
1. Percentage of schools which carry general plans for special activities	76.2	73.4	82.3 (%)
2. The greatest annual unit hours for classroom assembly	35 and more	15 - 19	—— (unit hour)
3. The greatest annual unit hours for class guidance	15 - 19	20 - 24	35 (unit hour)
4. Percentage of implementation of club activities	99.2	——	98.2 (%)
5. Average annual unit hours for school events	90.7	103.8	119.4 (unit hour)
6. Percentage of schools which conduct educational trips	84.7	96.5	89.3 (%)
7. Top objective and its percentage of class guidance	Basic behavior & customs 74.7	Consciousness as a member of group as well as an individual 68.0	A full group life 32.3 (%)
8. Top component and its percentage which must be considered as the most preponderant in guidance	Class guidance 32.9	Class guidance ——	Classroom assembly —— (%)

Notes. The items of 1 to 3 are from the data of 1985 and those of 4 to 8 are from the data of 1984.

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As we know from the above-mentioned implementation report, special activities in Japan is never impractical. In fact, it holds a very special place in the Japanese school education. Although we may not affirm that special activities is quite effective because, as seen in item 1, nearly 20 to 30 % of all schools have no general plans for special activities, we can make a speculation upon its effectiveness, on the grounds of most responses given to the investigation about class management and student guidance, i.e. fostering respect for hardwork and allegiance to groups to which one belongs. For instance, as we can see in the hours of items 2 and 3, special activities are conducted for more than one unit hour a week, with activities of classroom assembly and class guidance altogether. In addition, from the top objectives of class guidance shown in the item of 7, class guidance includes such activities as group life, in general. Also, from the items of 5 and 6, we can see that the annual school hours allotted for school events are never less and almost all schools carry out the educational school trips. From the above, the objectives written in the Courses of Study can be safely said to be attained to some extent.

In the next chapter, I would like to present several creative and inventory practices of some excellent homeroom teachers on class management and student guidance. I will not necessarily be swayed by the prescription of the Courses of Study in examining the individual case studies.

II. HOMEROOM TEACHER AND CLASS MANAGEMENT

1. Homeroom Teacher and Subgroup

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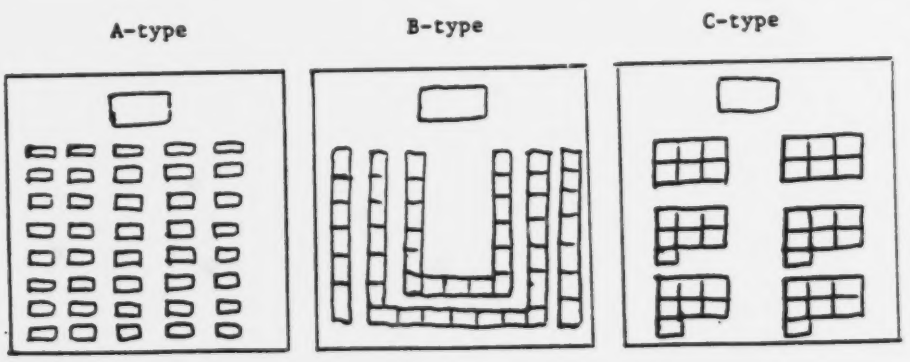
Homeroom Teachers Some elementary and lower secondary teachers in Japan are, as homeroom teachers, very earnest in class management and student guidance, and others are not, just as some of them are very skillful in teaching but others are not. The gap between such groups of teachers may be bigger than that of their performance in different subjects. It is quite difficult to generalize, yet I'd like next to sektch a picture of an average or above average homeroom teacher.

When a teacher is assigned to a class, first of all he/she tries to memorize every name and face of the students as soon as possible. The pupils also try to understand each other. For example, they introduce themselves to others through speeches and short essays about their hobbies, personality, family, future dreams and so on.

The teacher asks the children such questions as "How would you like this class to be ?" By asking this question, the teacher intends to collect the pupils' opinions about group life in the class and about common moral objectives. Conversely, the teacher may suggest some exemplary hopes and needs to the class. Sometimes both are combined. The result may be that the class slogan is hung on the front wall of the classroom. Among those slogans often seen in the Japanese classrooms are 'friendliness,' 'cheerfulness,' 'consideration,''efforts,'etc.

Meanwhile, fixed seating arrangements are decided for each pupil. Usually there are three types of arrangements, as illustrated.



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The most popular typwe is A, but some classes adopt B or C, case by case. The A-type is most suitable for a teacher to communicate with all pupils when teaching. The B-type, which is often seen in the classroom assembly, is suitable for class discussion. The C-type, in which a class is usually divided into subgroups of about 6 members, is convenient for discussion and collaborate activities by each subgroup. The third type, C, is much more effective to promoting collaboration and group consciousness within the class than A and B.

Grouping of Han and its Activities The C-type should be a key point in, not only the different arrangement of seats from A and B, class management. That is, each subgroup in the C-type is to be a basic unit in instruction as well as in class life. It is commonly called "han" or "gurupu" in Japanese, which is usually made up of 4 or 6 pupils. The arrangement of seats in the classroom is not fixed with the C-type, but sometimes is with the A-type or the B-type, case by case. In any case each member maintains a strong consciousness as a member of "han" or "gurupu."

These subgroups share various responsibilities within the class. Among them are class books, class newspapers, recreational activities, etc. and the planning and sevice for those activities or the assistance of teachers are shared by this subgroup unit. Additionally, these sug-groups or han are also utilized through one term of the year in discussion of such academic assignments as reading and comprehension, calculation, team sports and so on, in cooperation.

There are several ways to make a subgroup. They are:

1. By accident

   Lot, physical height, order of a roll call

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2. By a sociometric method

   Personal relations among children

3. By choice of a leader of the subgroup or hancho

   There are two ways: a leader is first elected and he/she choose members of the group: a subgroup is formed first and they elect their leader.

4. By assignments done in cooperation by a subgroup

   Roles and topics of one's interest

A Sample of Grouping Shown in the following figures are the lists of the subgroups of two classes.

The first one is a sample of a second-grade class of a lower secondary school. This class is grouped into 7 subgroups of about 6 mixed members each, and all subgroups share responsibilities for both subject-related and class life-related duties so taht students can help their teachers with teaching as well as the smooth running of classroom life.[3)]

The Nomoto Class (Sekiya Junior High School in Niigata)

Role / Subgroup	Subject-related	Class life-related
1	Science	Classroom discipline
2	Fine arts/Homemaking/ Industrial arts	Recreation
3	Music/ Physical education	Health & Hygene
4	English	Class books
5	Social studies	Public relations
6	Japanese	General affairs
7	Mathematics	Beautification

The second list is also a sample of a second-grade class of lower secondary school, but in this sample one more role, recreational and

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cultural activities, is added to each subgroup.[4)]

The Magari Class (Yasuoka Junior High School in Shimonoseki)

Role Subgroup	Subject-related	Class life-related	Recreational and cultural activities
Tulip	Moral education	Classroom discipline	Writing a detective story
Study 7	Social studies	Gardening	Cultivating watermelons and making a detailed report the observation
Eight	Japanese	Health & hygiene	Writing a senario of a play, "a Life in a Junior High School"
Seishun (Young Life)	Mathematics	Recreation	Making a class newspaper
The Kanazuchi (Stones in Water)	English	Maintenance	Making a future life table of the class
4 Gorillas & 003	Science	Planning	Making a wall newspaper

The example of the Magari class, with every subgroup additionally having their own task in the recreational, cultural and creative activities, is, in fact, rare, yet almost every class devides itself into several subgroups and allots a portion of classroom work to each. Thus, a unity of all members in the class is further strengthened through the unification of each subgroups. In short, each member, sharing and making contribution to portions of classroom work and other activities assigned to the subgroup he/she belongs to, can accept responsibility and allegiance for both the subgroup and the larger group of the class, and at the same time he/she can develop such attributes as diligence through the shared work which must be done by each subgroup.

An Example of the Practice The following report is one example of the outstanding practice of some classes of class management and student guidance. In this class, students present their wonderful unity

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as a class through the cooperative work of subgroups, with a homeroom teacher as the leader. Shown here is excellent harmony between creativity and collaboration or individuality and solidarity.[5)]

On the first day of April, 1984, when I met the students of my second-grade class in the junior high school, I spoke to them like this, "Let's think about what we will do on the last day of school next March." For a while they didn't understand what I meant. They were almost all strangers to each other and my question was absolutely reckless at that time. The silence continued.

So I suggested an idea about cultural activities of this class for that academic year.

- The third term --- Take 120 slidefilms of our life for this year (We'll arrange transcription by adding music and words to them and bid farewell after seeing it.)
- The second term --- Make a calendar of woodcut printing
- The first term --- Grow sweetpotatoes (There is a small piece of waste field behind school building, which belongs to our class. We'll make it there.)

There was no response from them. I told them to think about this idea until the next day. The next morning they said they agreed to it, but with almost no emotion.

There were 42 students in my class. The class was divided into 6 subgroups with boys and girls mixed. The members for each subgroup were decided by lot. Each subgroup had to share work such as planning, beautification, notice board, school lunch, the growing of the sweetpotatoes, etc. These duties were rotated every two

weeks. Each group elected its own leader by vote, who was also changed every two weeks. Every member in the subgroup was also given duties such as delivering messages from teachers, distributing handouts, taking the chair in the assembly, keeping records, etc. These roles were again changed every two weeks. Through these subgroup activities, everyone in the class was expected to have the chance to be responsible for group activities, to be independent of others, to encourage and help each other, and to endeavor to carry out his/her responsibility.

We started to grow the sweetpotatoes in the first term by plowing the 8 square meter field. At first, this was done by the subgroup in charge of the sweetpotatoes and me. But this job was more suited to the boys and soon some boys from other subgroups helped us. On May 28, we planted the seedlings of sweetpotatoes. They were prepared all free by the courtesy of a farmer living in a remote place, through introduction of a student's parents. 9 sweetpotato cuttings were distributed to each subgroup and planted in each section to the 6 subgroups. We wrote thank-you letters to the farmer. However, the students having never written such a letter took a great deal of time to start. Only after I showed them how, could they manage it. We got a reply from the farmer and some lightning bugs. The students were very delighted with the bugs. We dug the sweetpotatoes at the end of November. On December 6, we cooked and ate the potatoes. It was girls' turn this time. We offered the dish to other teachers. The students wrote letters to the farmer. This time they could write them satisfactorily.

Concurrent with the sweetpotato growing, in the second term we made the calendars out of woodcut prints. I introduced the printing calendar for the following reasons. Firstly, we can keep the

work longer as a memento. Secondly, boys and girls can work on it cooperatively. Thirdly, when they made the very first printing, the children are beaming with joy. I like this activity from these reasons, i.e. memory, cooperation and excitement.

The common theme of the class that year was 'festivals.' Each of the six subgroups were further divided into half and made 12 temporary smaller groups. Each of them were in charge of one of the 12 months of the year and competed with each other over creativity, inventiveness and the appropriateness of their design and selection for the festival of the month in their charge.

The students collected the information and materials for the calendar in September and discussed about the subject selection and design in October. In November those designs were exhibited in the cultural festival of the school and the carving and printing was completed in December.

On December 15, after taking a good 3 hours to finish printing all the woodcuts, the students all cried out with joy. The representatives of our class, a boy and a girl, went to the principal's office and presented one set of the work. Previously we had rehearsed in the class with laughs and cheers the correct manner and how to present the gift to the principal. The class got a few words of thanks and pleasure from the principal.

There is little need to add further comments to the above report of practice. The effective handling by this teacher of class management and student guidance is easily visualized. The most impressive is the scene of the first day of the class. Although the teacher was forceful at first the students gradually became enthusiastic. The fulfilled their responsibilities through their own duties. They cooperated with each other.

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The collaboration of each subgroup enhanced their consciousness of belonging. The rotation of roles in which everyone should be responsible for various duties can also be seen to have contributed to deeper mutual understanding. Also impressive is that these educational effects were achieved through creative activities such as sweetpotato production, cooking or woodcut printing, and they learnt about manners and the etiquette of writing a thank-you letter, saluting a principal and such. Discipline and moral education is performed in a pleasant atmosphere of such original activities. This is why the above-stated practice of the teacher rises outstandingly aboce the usual level.

2. Activities of Classroom Assembly

Such an excellent example as I have described before is not so often found. Class management and student guidance in Japan is most likely to be too moralistic and disciplinary in character. This is noticeable, among various activities of classroom assembly, especially in those short-term homeroom activities which are generally called 'morning meeting' and 'evening meeting,' and held for 10 or 15 minutes every day.

Short-term Homeroom Activities The following samples shown are examples of the activities of short-term classroom assembly. In any case some enjoyment is added to the ordinary disciplinary assembly.

A. Morning Meeting at an Elementary School

1. A class song
2. Today's schedule and motto of the class
3. Health check
4. Notices from any pupil in charge

5. Speech by a pupil

6. Comment from the homeroom teacher

Here are a few comments. "Speech by a pupil" is provided to give any child in the class an opportunity to make a speech in front of others. Pupils usually speak about what they think or read their own diaries and short essays about anything.

B. Morning Meeting at a Lower Secondary School

1. Morning Greeting and roll call
2. Discussion about today's class activities and study
3. Notices from han or subgroup and students in charge, or personal messages
4. Submitting the han notebooks and other assignments
5. Arrangement of the classroom
6. Special programs changeable by a day of the week
7. Comment from the homeroom teacher

In "special programs changeable by a day of the week" are included recreational games, discussion about class problems, and activities of subgroups which are conducted dependent on what day of the week a day is.

C. Evening Meeting at a Lower Secondary School

1. Reflection of each subgroup upon the day
2. Reflection of the class upon the day
3. Notices from students in charge
4. Special programs changeable by a day of the week
5. A word from the homeroom teacher

Concerning what is actually done in the daily programs, I'll show

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you another sample of the Murakami class in Shimenhigashi Junior High School in Fukuoka Prefecture.[6)]

Monday: Speech about a wonderful experience on Sunday.

Tuesday: A communication game

Wednesday: A short quiz game on Chinese characters

Thursday: An instructive story from homeroom teacher

Friday: An instructive story from students

Saturday: Songs

I have shown several samples of actual practice which every pupil and student can enjoy participating in and also develops his/her individuality. However, even in these before-mentioned programs, too much emphasis is apt to be laid on awareness or reflection upon moral and disciplinary mottoes of a day (such as whether or not the class should refrain from private talks during class, act in cooperation with other members of a subgroup, keep time for each class, etc.). Things are not limited in these, but pupils, as is often the case, become very critical about others' faults or breach of rules other than their own.

A story of a Japanese mother of returnees who has recently come back from Sydney, Australia : "They had a period of Show and Tell Time in that elementary school in Sydney, during which time the children speak about their wonderful experiences of the day or before and show their treasures. Children who listen to those stories also give a big applause to the speaker, saying 'Wow, it's wonderful!' and sharing the same pleasure without any envy. They are really open-minded. On the other hand, we have an 'evening meeting' in the elementary school in Japan and look back about what has happened on the day. It is O.K., but they try to find the slightest faults

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with others and attack each other even among friends. I hate this because it seems to me to be somewhat very insular and narrow!!"

There is more, of course, to this story besides the gap of insularism versus continentalism. I can see here a comparative cultural difference, in the atmosphere of the Japanese short-term classroom assemblies, i.e. excessive discipline, harms a child's natural spontaneity and innocence.

Long-term Homeroom Activities Another important role of a homeroom teacher is managing an one-hour classroom assembly every week. How it is planned and utilized is very often influenced by the educational policy and philosophy of individual homeroom teachers. But here I'd like to show general procedures of the long-term classroom assembly in the following.

1. A committee of the classroom assembly, composed by some elected pupils or students of the class, first discusses and determines topics to be posed in the next classroom assembly.
2. An assembly is chiefly proceeded by a chairman, a keeper of records and proponents of the committee.
3. The other pupils and students of the class express their opinions as well as yeas or nays about the topics.
4. A homeroom teacher avoids direct advice, but gives indirect advice and assistance to the precedure of the assembly, from planning to discussion.
5. Topic posed for discussion are usually concerned with problems to be solved in the class or planning for school events and class events.

I'd like to give some comments here. A committee of the classroom

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assembly is in most cases organized automatically by the subgroup leaders or hancho. In this method, however, only certain students of the class can participate in the committee. So recently another method of selection has been accepted that every subgroup takes charge of the committee in shifts and all members of the class share responsibility to experience being on the committee. This shift system is also used in the organization of the committee members. Such roles as chairman and keeper of the records are also changed according to the shift of the subgroup in charge and thus as many students as possible can experience involvement on the committee and the assembly procedure.

What I take up next for question is the content matter of topics for discussion in the assembly. In other words, the method of discussion should be changed according to the content matter. The content matter of topics for discussion are generally classified into two categories, that is , that which is concerned with problem solving and difficulties in the course of daily class life and that which is concerned with planning for some ceremonial events. In case of the latter, students can put forward ideas and map out a tentative plan for a given period, while in case of the former they might make up some idea to solve a problem only for a given period, but very often they must go on to try and improve one after one till they reach a right one. It takes much longer to get some conclusion because of many trials and errors, not just an one-hour discussion. But this distinction of the discussion matter is rarely acknouledged among Japanese school teachers, and they usually make a unifom type of discussion. There would be little expectation here to develop a child's practical ability of problem solving. This might be one of the reasons and causes of a Japanese preference for formality.

In spite of these faults, the activity of the classroom assembly

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once a week greatly contributes to the development among Japanese children of democratic attitudes and practical problem-solving ability, and especially ability for discussion on a subgroup basis. In order to describe this point more conretely, I'd like to look over several actual scenes of the Japanese class activities next.

Samples of the Discussion Matter in the Classroom Assembly

The writer had a chance to participate in a research meeting on special activities of an elementary school in Hiroshima Prefecture, which was a small school with nearly one class in each of the 6 grades, on November 5, 1985. The topic of this meeting was focused, among various special activities, on the discussion activities at the classroom assembly. The following is the materials and observations records of the meeting.[7)] The topics of discussion in each class were:

A first-grade class —— Plan about a "dodging-a-rolling-ball" game

A second-grade class —— Discussion about the utilization of the blackboard at the back of the classroom

A third-grade class —— Discussion about the making of newspapers by each subgroup

A fourth-grade class —— Planning for a treasure-hunting game

One of the fifth-grade classes——Discussion about the making of a special flag for the class

One of the fifth-grade classes ——Discussion about the making of something which they can play with inside the building when they cannot go outside

A sixth-grade class —— Planning for making a Time Capsule for '85

These topics can be classified into the two categories in terms of their content matter, as I mentioned before. Concerning problem solving

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for daily life are those of the second-, third-, and fifth-grade classes, while discussion of events are held in the first- and fourth-grade classes. The topic of the sixth-grade class is mixed. And yet the discussion were carried out in a similar way despite the different types of the topic matter. For an example I will show an actual flow of an assembly from the fourth-grade class's "Treasure-hunting" in the following.

1. A pupil on the day's duty declares the start of the meeting.
2. The chairman puts forth the day's topic —— a treasure hunting game.
3. The proponent explains the reasons for the choice.
   (Because the class hasn't had a meeting in both September and October, they should have a different type of meeting before.)
4. Discussion by the class
   a. What the treasures should be.
      Many opinions were expressed. Among them were:
      1. paper cranes 2. small hand-made articles by pupils 3. necklaces made from silver paper. After discussion 2 was chosen.
   b. How many treasures should be prepared.
      1. 39 2. 4 3. 3 for each subgroup
      3 was picked out.
   c. Where the game should be played.
      1. Athletic field 2. classroom 3. gym
      3 was chosen.
   d. What rules should be employed. [Omitted]
   e. What roles are necessary. [Omitted]
5. The chairman announces the determined matters.

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6. The homeroom teacher gives a few comments.

7. The pupil on the day's duty declares the meeting closed.

The discussion generally seemed to be too formal but the students had positive attitudes to try to solve the problem on their own, in the discussion. And they also made an effort to enhance their attitudes more through the class discussion. Not confined to this class, all classes have what is intended to achieve in such discussion of the classroom assembly and it is always manifested in any teaching plans of Japanese teachers and even in notebooks of children. Enumerating those of each class in the same elementary school in the following, they are:

A first-grade class --- Let's present one's opinion with a loud voice.

A second-grade class --- Let's present one's own opinion to end with a loud voice.

A third-grade class --- Let's listen to other's opinions and let everyone in the class present his/her opinion.

A fourth-grade class --- Let everyone express his/her opinion.

One of the fifth-grade classes --- Let's listen to others and express one's own opinion.

One of the fifth-grade classes --- Let's speak out one's own opinion and make up a better idea together.

A sixth-grade class --- Let's present one's opinion with reasons and discuss matters to the point.

These above-mentioned intentions are apparently limited only to discussion skills. But there exists common intentions underneath that would promote individual consciousness as a member of the group and a sense of responsibility in the group activities.

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Besides these discussion activity, special events are also performed as important part of the activities of classroom assembly. Typical among such events are birthday parties and farewell parties, and sometimes a great deal of time is given to the actual activities like "potato making" or "woodcut print calendar" as we have seen. But in case of the secondary schools the periods of the classroom assembly are a good opportunity for students to present their individually initiated research. For example, students of each subgroup may be given a certain subject such as "How to Prepare for the Entrance Examinations," "Ideal Interaction with the Opposite Sex," "Parent and Child," etc. Each subgroup presents the research results of the assigned topic to discuss together. There are another ways to make use of the periods of the classroom assembly. In any way, importance is reflected in activities which develop cooperation and responsible attitudes among students in the class.

3. Class Management and Student Guidance in Regular Subject

Class management and student guidance must be conducted also in instruction of regular subjects. Needless to say, from a point of time allocation, the guidance in regular subject classes has much greater significance. It is said so especially in the case of Japanese elementary schools where homeroom teachers must teach almost all subjects to their homeroom classes by themselves. This guidance in regular subjects is not only a good opportunity to teach communication skills in each subject but also to conduct effective moral education.

For this reason, I'd like to show in the following an excerpt from a student manual which is distributed by many schools in Japan. What is described here can be thought of as equivalent to the class management and student guidance in and for subject instruction commonly pro-

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vided in any class of a given Japanese school.

* About Learning *

"Why do you climb mountains ?" Asked, the mountaineer G.L. Mallory said, "Because there are mountains there." This is a well-known story. Interesting in this story is that he never thought climbing as instrumental for strengthening his mind and body. He challenged it because there were mountains there which never stopped charming him so such.

"Why do you study ?" --- "Because I want to know." This should be the right answer to study. Study should not be done for a practical reason such as getting high marks or becoming a great man, which only makes study irksome to you.

Your everyday should begin with study and end with study. You must go on climbing for each summit. YOu approach it step by step through unprecedented paths with a desire for conquest.

In mountain climbing, a single accident can lead to death of all the party. In learning, too, it is important to be cooperative. We should not leave any friend behind. Let's make a sure we advance together with encouragement and cooperation.

..... The center of learning is certainly the classes at school. Concentrate on them. Please have in mind here not to forget the basic manners and etiquette for learning.

1. Sit down on your seat the moment a chime rings to start class.
2. Respond 'Yes' at once when your name is called.
3. Take a right posture during a class.
4. When making a remark, speak clearly until the end of your speech, facing each other.

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5. Ask any questions when you wonder. When answered, say 'I understand. Thank you.'

6. Listen to others until they finish.

(From the Student Manual [Gakushu no Tebiki] of Genyo Junior High School in Shimonoseki)[8]

Here class management and student guidance in subject instruction is consistently and articulately manifested at both the moral level and the daily attitudinal level. That is to say, students read from this excerpt that learning is likened to a team advancing together and that it is not just for the practical purpose of personal social success, but that it should be achieved by solidarity and cooperation. They also read about how to utilize ideas into practical manner and etiquette during class from what is concretely written in an itemized form. It should be of little importance here to try to evaluate the extent to which these policies, philosophies and expectations of the school described in the manual, actually influence the students. To say the least, an essential educational thought of Japanese school teachers is condensed within the excerpt from the manual.

By this token, we often see a class slogan , hung up in front of a classroom in any elementary and lower secondary school in Japan, which is generally related to manners and etiquette in class. But most of them are especially concerned with attitudinal matters such as communication skills and moral attention.

I once attempted a sampling of class slogans from various schools and found out that they can be classified into three categories.[9]

A. How to listen

1. Gaze at a speaker

2. Listen to a speech till end

3. Refrain from a private talk when others make a speech

4. Listen to others, comparing with one's own opinion

5. Listen with a right posture

B. How to speak

1. Speak with an adequate voice to each occasion

2. Speak facing listeners

3. Speak moderately

4. Speak articulately and relaxed

5. (In case of upper grades) Speak to the point and on a clear stance

C. General attention

1. Keep seated during class

2. Don't forget necessary things at school

3. Don't make a fool of others' remarks

4. Learn from others' good points

5. Show deep consideration to others and reflect on oneself severely

The "attention" items enumerated above show what should be most emphasized educationally when a homeroom teacher teaches regular subjects in each classroom. In other words, they show that it is important to build an orderly class, to establish a network of personal relations in a group and to cooperate for a common goal and objective.

For this purpose, more elaborate skills must be used when a teacher gives guidance to students in his/her class. For example, a teacher may make each member of the class pay attention to their slogans in a morning meeting and an evening meeting. He/She may also make them reflect on themselves as to whether they keep these rules or not. Another tea-

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cher may do more than this. One method is a chart of scores. It is posted on the wall in the classroom to show how many times a subgroup or an individual student breaks the class rules for a certain period. In this way, orderliness and discipline in a class are kept on the whole.

However, some are very critical about Japanese school education in the area of discipline, pointing out that too much emphasis on orderliness and discipline puts down individual freedom and creativity. I often hear that most school children who came back to Japan from the United States quite often face this same cultural problem, that is, freedom versus orderliness in a classroom. There seems to be a considerable gap in the range and contents of the freedom and orderliness in a classroom between the United States and Japan.

The traditional scene of a Japanese classroom, to put it simply, is that teachers speak and students listen to what they say. Nowadays the situation has been changing and children's more active and more constructive attitudes in their presentation and discussion have been made much of in any school. Despite such a change of communication forms, however, orderliness in a classroom is still strictly kept. Not only do teachers watch rigidly over their students, but the school administrators (principals and boards of education) do the same over the teachers. Order and discipline like this is double-edged. While advantages may be generated such as obedience to a group and an authority, and consideration and esteem for others, at the same time we cannot overlook that they engender some disadvantages such as negligence in individual freedom and personality.

III. ANNUAL SCHOOL SCHEDULE

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1. An Elementary School Case

Concerning class management and student guidance, the general schedule for a year is made up on a school to school basis. The activities included in the annual schedule are mainly those of class guidance, school assembly and school events.

I would like to examine concretely with several actual examples of elementary and lower secondary schools in this chapter.

Planning Class Guidance The following is an annual plan for class guidance of some elementary school.[10)]

Field / Month	Adjustment	Safety & Health	School lunch & Books	Others
April	Becoming a pupil in the X grade	Health check		Greetings
May	A clean school	Dangerous games	Preparation for lunch	A signal of chime
June	Making friends	Prevention of bad teeth	Making the most of books	Making the most of public property
July	Reflection on the first term	Cautions for swimming	Classification of books and its arrangement	Summer vacation coming up soon
September	Start of the second term	Physical excercises & injuries	How to eat	A joyful athletic meet
October	Class duties	Eye check	How to read books	How to speak politely
November	Cooperation with others	Rules when walking road & street	Eating with gratitude	Beautification of school
December		Sickness & safety in winter	Putting back into order after use	How to spend days during winter vacation
January	Start of the third term	Prevention of the flu	Rests after lunch	
February	School recesses	Emergency preparation & drills		Nicknames
March	Promotion to the next grade		Arrangement of readers'notebooks	Farewell with the sixth graders

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These points on guidance are intended "to establish the fundamental behavioral patterns necessary for school and classroom life and to develop individual internal consciousness or the morality of each child, and they are also intended not only to solve problems in actual life, but also to promote effectiveness of moral education through those activities mapped out in the above chart of an annual school schedule." The topics on diligence and responsibility are mostly seen in Adjustment,i.e. 'a clean school,' 'making friends;' 'class duties,' 'cooperation with others,' and so on. Next, I'd like to describe, among others, a practice of a fifth-grade class concerning 'a clean school' in this school.

Practice of Class Guidance Class guidance consists of the two types,i.e. the one class hour of guidance and the half class hour guidance. The next sample is an example of the one class hour of guidance.[11)]

The guiding plan is as follows:

1. (Subject) School cleaning
2. (Reasons of its choice) Amonth has passed in the fifth grade. The sites of cleaning assigned to the class have increased two more — a classroom of the first graders and the east stairway, besides our own classroom. In other words, they are required to be of service for the welfare of the whole school. Some sort of skills in cleaning are also required. On this occasion, I let the class make some reflection on the cleaning this month and to pick out some problems, and to consider better methods for efficient and cooperative cleaning. I also let them build attitudes and consciousness as upper graders that they must take an initiative to promote the beautification of our school and to make a comfortable environment for the lower graders.
3. (Objectives) The objectives of the cleaning are to let

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pupils become aware of the importance of cooperation and responsibility, and to let them develop motivation for its practical action.

4. (Preparation)
   a. Problems of each cleaning site
   b. A reflection list on cleaning
   c. Diary by pupils
   d. A teacher's voice in charge of the first graders (tape recorded)
5. (procedure)
   (1) Introduction: Reflect on the daily cleaning and comprehend problems
      a. Point out trouble areas
      b. Suggest the bad points
      c. Suggest the good points
   (2) Development: Discuss and think about its causes and measures in each cleaning subgroup
      a. Distribution of the duty
      b. Procedures for cleaning
      c. Individual responsibility
      d. Reflection meetings after cleaning
      e. Each subgroup presents its ideas about improving the methods,etc. and to collect every opinion from the class.
   (3) Effect: Heighten practical motivation for cleaning from now on.

The class guidance was actually carried out according to the above guiding procedure. The review of the school on this was as follows:

" School cleaning has been dealt with at every phase such as stu-

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dent guidance, pupils assembly or class guidance. The results are more and more improved. Especially, this class guidance was contributive to pupils' awareness of individual responsibilities for cleaning activities and let them think concretely about the cleaning procedures and methods. The cleaning guidance should not be concluded within the one-hour guidance. It should be conducted case by case in all daily student guidance. The teacher was a good example to pupils by acting together and sweating together with them and giving appropriate assistance and encouragement."

The pupils could comprehend the moral significance of cleaning, i.e. its spiritual value, a sense of responsibility and cooperation. School cleaning in Japan, different from other countries, has great educational significance.[12] Therefore it is most important in the class guidance to tie up theory with practice.

Annual Schedule of Events The following are some annual events scheduled by the previous elementary school.[13]

Month	Events and Assembly
April	Entrance ceremony / School excursion
May	Welcome assembly for the first graders *
June	Sport meet *
July	Ceremony of ending the first term
September	Ceremony of starting the second term / Athletic meet
October	'Drawing-a-picture' day / 'Presentation-of-essays' day
November	Cultural performance day *
December	Ceremony of ending the second term
January	Ceremony of starting the third term
February	Club activity day / Farewell assembly for the sixth graders *

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March	Graduation ceremony / Ceremony of finishing the academic year
Every month	Classes in each grade have an assembly separately.

The school events and assemblies with * mark must be paid special attention from the point of view of class management and student guidance. The school intends through these activities "to deepen intercourse among classes and grades, tighten the solidarity of pupils, to make school life more pleasant and richer for pupils and to promote their affiliated consciousness to the school, independency and socialization, which therefore can be said to be part of moral education." Is it actually so ? Next, I'd like to show it in more datail.

"Welcome Assembly for the newcomers in May" --- The pupils' Council plans and puts it into practice. All upper grade pupils gather in lines at the auditorium and wilcome the first-graders with songs. The Council prepares events and games for it and explains major school events of the year.

"Sports Meet in June" --- An original plan is prepared by the executive committee in the Pupils' Council, and the class representative committee examines it and determines a final plan. According to this plan, the whole school participates in the meet to enjoy sports, become friends nad keep rules. The objectives of the meeting are to develop athletic abilities and to nurture an affiliated awareness of class or school and solidarity.

"Cultural Performance Day in November" --- The executive committee in the Pupils' Council draws up an original plan, and the class representative committee examines and determines a final plan. Accord-

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ing to this plan the whole school participates in the creative activities, deepen personal contacts and develop an affiliated awareness to school and class and solidarity,

"Farewell Assembly for the Sixth Graders" --- The executive committee excluding the sixth graders plans and carries out the assembly. Each grade decides what to perform in the assembly. The fifth graders present hand-made ribbons to the sixth graders. The sixth graders in return sing in a chorus or play in a concert.

2. A Lower Secondary School Case

The following is an annual schedule of a lower secondary school on class guidance, school events and students' council activities.

Annual Schedule of Class Guidance The following chart is an annual schedule of class guidance of a third grade class in a lower secondary school.[14)]

Field / Month	1. Consciousness as an individual as well as a member of a group	2. A complete academic life	3. Future course selection	4. Health and safety-ralated life, etc.
April	Systematization of the class	Objectives and readiness of learning		
May	Cautions for a school trip		Academic career and occupation	A group action during a school trip/Traffic safety
June	Educational counselling	How to study each subject and to make a long-term plan for the examinations	Future course selection	

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July	Reflection on the first term/A daily plan for summer vacation/Preparation for an athletic meet			Secure life, esp. cautions for swimming
September				
October	Preparations for a cultural festival	Reviewing of one's learning plan		
November	Educational counselling		Future course survey	Sex education for youth
December	Reflection on the second term / A daily plan for winter vacation			
January	Resystematization of the class		Cautions for the examinations	
February	Creation of memories		Individual counselling	
March				Beautification of the environment

From these activities, especially the activities shown in field 1, we find that development of a cooperative attitude in a group activity is an essential educational goal and objective. From field 2, efforts and diligence in academic work are again and again emphasized. In spite of these elaborate plans, however, the guidance in the lower secondary schools is generallt less effective than elementary schools. We can, however, read at least the educational intentions of the lower secondary school through this annual schedule.

Planning Students' Council Activities The following is an annual schedule of a Students' Council of the same lower secondary school.[15)]

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Month	Event	Activities
April	Welcome of the new entrantees	Assist preparation for the entrance ceremony/Decorate the newcomers' classroom
	Ceremony of the introduction	Speech by the President/Introduce a school song and play music
	Orientation	Introduce the members of the Council and the committees and various events
	Introduction of after-school club activities	Explain about clubs and how to register
May	Encouraging assembly for the students who attend the Spring Prefectural Athletic Meet	Speeches by the representatives of the players and the Students' Council / Sing a school song in chorus
July	Class match	Interclass match in each grade
September	Athletic meet	Determine collective games and individual games/Select the necessary members for the Meet
October	Cultural festival	Determine a theme or a slogan of the festival/Share the roles by each class
November	Election of the Council members	Establish the election committee/ Counting of votes
December	Year-end charity	Raise contribution money
January	Inauguration of the new Council	Introduce the new executive members
February	Beautification of the school	Repair and arrange desks, chairs, bulletin boards,etc.
March	Farewell assembly for the graduates	Present of flowers/See off the graduates to the school gate

We can see clearly some guiding principles/policies on class management and student guidance even in the above-mentioned annual events by the Students' Council. Those principles are:

a. Students find out problems and make efforts to their solution on their own.

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b. Students cooperate with each other in an organization and achieve the goals efficiently.

c. Students responsibly carry out their own roles.

d. All students create a "we-feeling" of unity.

Major School Events I'd like to mention about the significance of class management and student guidance through the introduction of some major school events held in the previous school.[16)]

"A school trip (for the third graders) and a one-day bus tour (for the first and second graders) in May"

(Objectives) To let students not only widen their knowledge and experience and to commune with nature, but to deepen friendship and make a good memory of school life / To let them get accustomed to a collective action as well as to let them learn public manners and morality

"A cultural festival in October"

(Objectives) To make much of the subjective attitudes of students/ To bring out their morale / To show importance for their ideas and creativity / To make the most of their cooperation / To make the most of their perseverance

"School marathon in December"

(Objectives) To foster tolerance / To let students challenge to their own physical limits / To let them be careful in case of an accident

Here, in the school events, too, the intention is to develop efforts, tolerance, creativity and cooperation, although on creativity matters

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there might be a big difference among schools.

3. Nature Class

Among the educational programs which are conducted by a school unit, much attention has been recently given to Nature Classes (Shizen Kyoshitsu). This program was introduced in 1984 under the guidance of the Ministry of Education. The following is an outline of the program.[17)]

Gist of the Program The program is conducted to provide children with regular schooling through a disciplinary boarding life for a given period in an environment rich in nature, provided that the program should, in accordance with the annual academic schedule of the school, include regular instruction of subjects in its activities.

Aims of Nature Class

1) To deepen personal contact and establish reliable relationships through a disciplinary boarding collective life, with emphasis on:
   a. personal relationship between teacher and children
   b. friendship among children
   c. fundamental habits and manners
   d. self-independent life attitudes
2) To have an experience which is hard to have in a daily life, through communion with nature and the understanding of a life in a rural community, with emphasis on:
   a. communion with nature
   b. understanding of life and the culture of a rural area
   c. understanding of the preciousness of work
   d. a strong body and mind

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3) To promote health through field athletic activities in a natural environment

Conditions of its Implementation The program is implemented on the upper graders of an elementary school and the first- and second-graders of a lower secondary school, and every nature class is carried out, as a rule, with children in the same grade of a school as a unit. The term of the program is at most a week. The accomodations for use of the program are the public Natural Houses for Youth, the Centers for Out-door Activities, etc.

The Numbers of Schools and Children who Participated in the Program The numbers of schools and children who participated in the program are as shown in the following table.

Year	Schools			Students		
	Elementary	Low. Sec.	Total	Elementary	Low. Sec.	Total
1984	598	725	1,323	65,019	176,015	241,034
1985	800	970	1,770	79,072	221,185	300,257

* The numbers of 1985 are approximate.

Ten Fundamental Activities of the Program There are 10 fundamental activities conducted in the program, as shown in the next chart.

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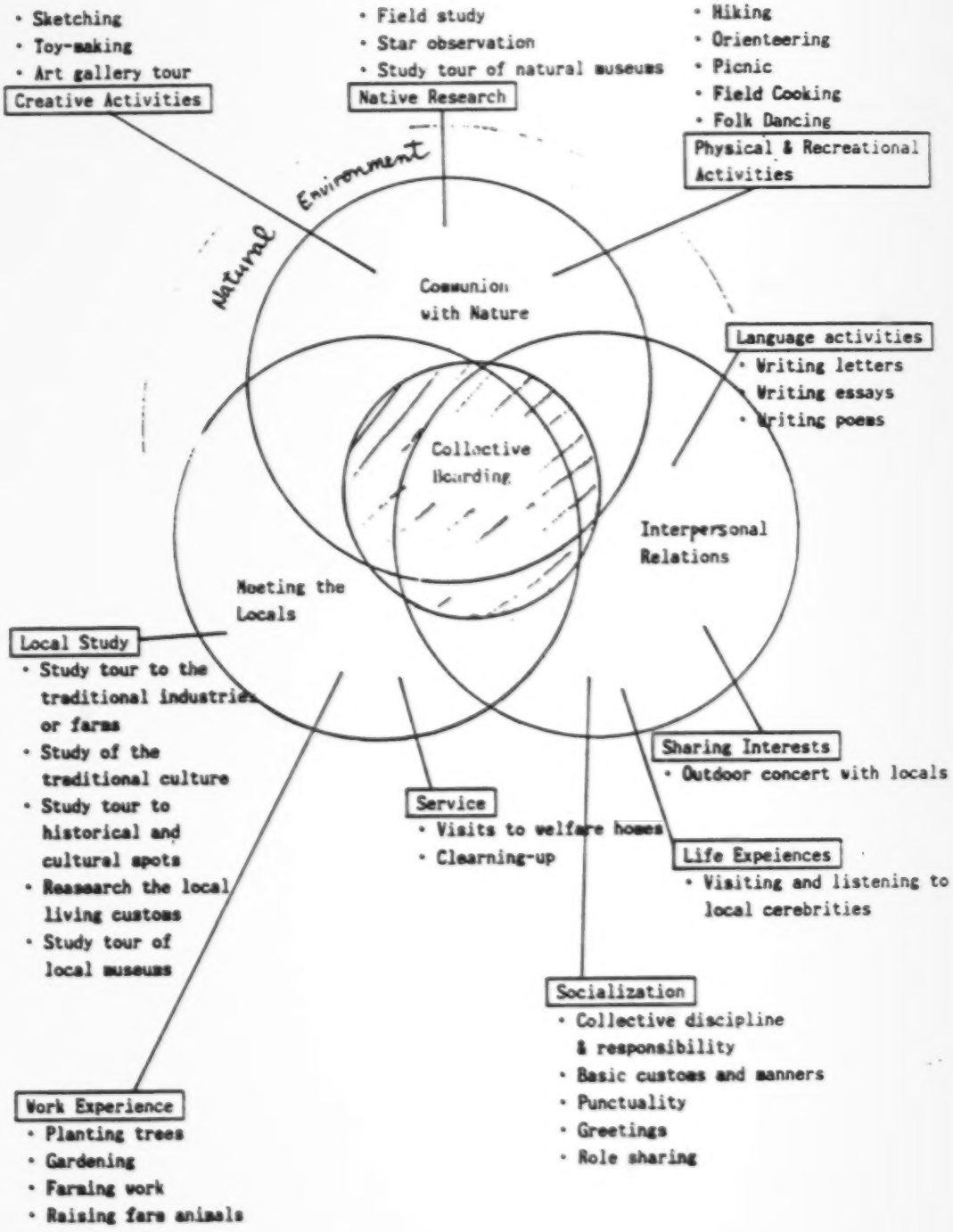

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Nature Classes mentioned here are nothing but part of class management and student guidance. But the significance of the collective life as a grade unit in the Nature Class of nearly a week is, different from such whirlwind tours and excursions, to have every child experience a collective life in full harmony with nature. In this sense, the program is truly a unique and comprehensive student guidance.

Example of Nature Class I would like to give actual example of schedules of Nature Class programs in the following, so that the readers can easily visualize the children learning and playing in the Class.[18)]

The example is that of Namiyoke Elementary School in Osaka. The participants are 231 pupils of 6 classes in the sixth grade, 10 teachers and 4 assistants (college students) attended.

(See an attached paper.)

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Date \ Hour	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Nov. 18 (Sun.)	Gathering at the School		On bus		Short tour to the folklore musium, etc.		Lunch		On bus		Welcome ceremony & Orientation	Evening Meeting	Supper & Free		Candle-light service	Taking bath	Leaders' Meeting	In bed
Nov. 19 (Mon.)	Getting up	Morning meeting	Breakfast		Picnic (Lunch)							"	Supper & Writing to the family		Star observation	"	"	
Nov. 20 (Tue.)		"	"		A. Field cooking B. Handcraft (Lunch)				Orienteering			"	Supper & Sketching		Appriciation of the performance of a folk dance	"	"	
Nov. 21 (Wed.)		"	"		A. Handcraft B. Field cooking (Lunch)				Educational visit to a farm			"	Supper & Writing to friends		Class meeting	"	"	
Nov. 22 (Thu.)		"	"		Planting trees as a memory	Picnic (Lunch)			Outdoor sketching			"	Supper & Free		Candle-light service	"	"	
Nov. 23 (Fri.)		"	"		Reflection meeting		Lunch		Farewell ceremony	On bus								

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IV. EFFECTS AND THEORY

Summary I have overviewed the actual practice of class management student guidance in Japan in the previous chapters.

The Courses of Study have stipulated the educational aims of the three components of special activities, students' activities, school events and class guidance. Those aims are summarized generally as attitudes of effort and diligence, attitudes of allegiance and cooperation to groups and development of individual personality.

From the practicing examples of Japanese teachers on class management, those full-fledged teachers almost always attempt to group their classes into several subgroups and to foster creativity, cooperativeness and sharing attitudes in each subgroup. They also try to develop a child's independency and collaboration through their classroom assemblies and enhance their individual efforts and collective rules and discipline in their regular instruction as well.

Adjustment to a collective life is emphasized in both an annual school schedule and a plan for class guidance. Allegiance to groups and a sense of unity are nurtured through school events and assembly activities. Self-independency, a sense of responsibility and the ability of problem solving are also expected to be developed in student-initiated council activities. Nature Classes are very unique and designed to develop personal contact as well as collective discipline through the collective boarding life in nature for a certain time.

Thus, as I have mentioned, the most salient features of the reality of Japanese class management and student guidance would be encouragement of efforts to problem solving within school life, collaboration of attitudes and observance of school discipline.

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Effects How effective are those educational intentions on Japanese students ? Here is some data about the effectiveness.

The senior high students in Tokyo have responded to a survey on the significance of a cultural festival as follows.[19)]

a. Opportunity to present and show the achievement in daily study ---- 10.0 %

b. Opportunity for enjoyment away from study ---- 17.7 %

c. Independent and student-initiated planning and administration ---- 24.3 %

d. Collaboration process in its implementation ---- 37.0 %

e. Friendship between teachers and students as well as among students ---- 7.7 %

From the data, students consider collaboration and independency as the major significance of a cultural festival.

The next data is the finding from a questionnaire about class management and student guidance given to fifth-grade class in an elementary school.[20)]

a. A classroom assembly is necessary.	1. Yes	--- 100 %
	2. No	--- 0 %
b. I like the activities in the assembly.	1. Yes	--- 50 %
	2. No	--- 0 %
	3. I don't know	--- 50 %
c. I like the discussions.	1. Yes	--- 47 %
	2. No	--- 6 %
	3. I don't know	--- 47 %
d. I like the shared work.	1. Yes	--- 82 %
	2. No	--- 0 %
	3. I don't know	--- 18 %
e. I like school events and assembly activities.	1. Yes	--- 94 %
	2. No	--- 0 %
	3. I don't know	--- 6 %

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Almost every pupil agrees to liking the various activities of special activities. The data indicates some effects of those activities on pupils in the class. In what way do they actually comprehend these activities ? A sampling of responses of the class include the following.

* The classroom assembly is necessary for improving a sense of a unity of the class.
* It is good to discuss with each other.
* The classroom assembly is fun and hopeful.
* The assembly is a good opportunity to find the different good points of friends through its various activities.
* We can work together to achieve goals by speaking, listening, thinking and acting.
* The teacher should not butt in during the classroom assembly.
* It is up to us if the assembly works successfully or not.

These voices among the pupils express clearly that the goals of special activities, above all, of the classroom assembly are successrully achieved.

Problems As I have repeatedly mentioned before, there exists a great shortcoming about class management and student guidance in Japan. That is the poor performance in developing individuality among children. This issue is also generally very prominent in the Japanese school education. In the debate of Special Council on Educational Reforms (the Rinji Kyoiku Shingikai), a temporary advisory committee to the Prime Minister, which started to make a thorough review of the Japanese education in September, 1984, the most controversial point is the weakness in the development of individual personality and creativity. Since individuality is

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deeply related to individual freedom, independency and self-responsibility, its emphasis would promote the individualization and vitalization of any given group. The issue of the necessity to individualize the whole school education has to do with, above all, special activities.

Some reasons might be pointed out for the existence of the problem. Firstly, the Courses of Study have not explicitely written about special activities, that they must be conducted with the same emphasis on individual personality and creativity as on effort and diligence, allegiance and cooperation to a group, as I have repeated before. Secondly, Japanese education has traditionally set great value on obedience rather than self-independence. For instance, in education at home, most Japanese parents expect to raise "self-independent" children, while Americans want more "obedient" ones. The reality is, however, the reverse.[21] Thirdly, Japanese tend to have a very standardized concept about groups, that individuality of each member must be preceded by causes of the group, and to try to adjust themselves to its uniformity. According to a comparative cultural theory, Japanese are more individualistic than Chinese and Russians, but more uniformal than Europeans and Americans.[22] Lastly, an educational theory of collectivism education proposed by A.S. Makarenko, a Soviet educator, was introduced in the early days and has had a great influence on Japanese education. In this theory an individual is immersed into the group which has an absolute authority to an excessive extent. Specifically speaking, all members are forced to obey the orders by a leader (hancho) of the subgroup.[23]

Recently, however, the collective class management and student guidance like this has been often criticized,[24] and instead, the "individual-based collective guidance" has been gaining new attention. The mainstream of the present Japanese theories about special activities and class management is how to combine individual personality and creativity with collabo-

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ration and collectiveness.[25)]

The class management and student guidance conducted by almost all Japanese schools and teachers would be more or less conducive to Japanese diligence, allegiance, and collaboration to team work. Although it is too non-individualistic not to totally immerse an individual into the group, many problems have been left to be solved later in terms of development of individuality and individualization of groups.

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THE INFLUENCE OF CLASS MANAGEMENT AND STUDENT GUIDANCE UPON ACADEMIC WORK AT THE ELEMENTARY AND LOWER SECONDARY LEVELS IN JAPAN (SUMMARY)

KATAOKA, Tokuo
Professor
Sociology of Education
Hiroshima University, Japan

This article will, by reporting as many practical samples of activities as possible, examine the influence of class management and student guidance upon academic achievement at the elementary and lower secondary levels in Japan.

The Courses of Study have stipulated the educational aims of the three components of special activities, i.e. students' activities, school events and class guidance. Those aims are summarized generally as attitudes of effort and diligence, attitudes of allegiance and cooperation to groups and development of individual personality.

From the practicing examples of Japanese teachers on class management, those full-fledged teachers almost always attempt to group their classes into several subgroups and to foster creativity, cooperativeness and sharing attitudes in each subgroup. They also try to develop a child's independency and collaboration through their classroom assemblies and enhance their individual efforts and collective rules and discipline in their regular instruction as well.

Adjustment to a collective life is emphasized in both an annual school schedule and a plan for class guidance. Allegiance to groups and a sense of unity are nurtured through school events and assembly activities. Self-independency, a sense of responsibility and the ability of problem solving are also expected to be developed in student-initiated council activities. Nature Classes are very unique and designed to develop personal contact as well as collective discipline through

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the collective boarding life in nature for a certain time.

Thus, as I have mentioned, the most salient features of the reality of Japanese class management and student guidance would be encouragement of efforts to problem solving within school life, collaboration of attitudes and observance of school discipline.

However, many problems have been left to be solved later in terms of development of individuality and individualization of groups.

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However, many problems have been left to be solved later in terms of development of individuality and individualization of groups.